

March, 1944

Vol. III, No. 7

*Journal* OF THE



Association for Education by Radio

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**W**E HOLD THESE TRUTHS to be more dear

Than life itself —

That freedom only lives

Where reason is . . .

That liberty is won by earnest men

Who understand

**KOIN**

Portland, Oregon

# The JOURNAL of the ASSOCIATION FOR EDUCATION BY RADIO

228 North La Salle Street

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Volume III

March, 1944

Number 7

## The Network Broadcaster's Responsibility in Planning Educational Programs

By Lyman Bryson

Director of Education  
Columbia Broadcasting System

*Editor's note: Mr. Bryson presented the following paper at a recent meeting of the Federal Radio Education Committee in Washington. It is timely and makes a definite attempt to place responsibility where it belongs. The article, which we have divided into two parts because of its length, will be reprinted and made available through the FREC.*

### Part I

I TAKE THIS to be a question addressed to the network broadcaster to discover what he thinks is his responsibility for improving both the programs listened to by students in classrooms and also the educational content of all programs whether addressed to children or to adults. It is one of the most interesting phases of the development of serious broadcasts in the last few years that educators are taking much less interest now than they used to do in trying to capture for their own exclusive use some segment of the broadcasting time and are concerned much more with the general psychological impact of all broadcasting on the American people. Those educators who are fortunate enough to have something to say about the policy of broadcasting stations or networks have nearly all made this shift in their focus of interest and are now more concerned with the educational implications of widely popular programs, whether sponsored or sustaining, than in trying to maintain public service offerings of low popularity.

This does not mean, of course, that serious broadcasters do not keep sustaining programs of high quality and small audience on the air as is amply proved by the continued existence of a number of forums, a great deal of music and such unashamed intellectual

programs as Invitation to Learning. It does mean, however, that educators whether inside the broadcasting companies or acting merely as critics from outside are agreed with the broadcasters that the programs which many people will listen to are more important from every standpoint, even the educational, than those which have nothing much more to commend them than the halo of "public service."

### Educational Broadcaster Defined

Whatever is said in this connection by a representative of CBS must be said in recognition of the fact that he is speaking for the only network which still does classroom broadcasting. Aside from the School of the Air there is, of course, a great deal of broadcasting to classrooms by the stations that are maintained by educational institutions. Examples are the Texas and Ohio State school systems, university and college stations, such as Iowa, Wisconsin and Minnesota, and city boards of education, like Chicago and Cleveland. Stations owned and directed by educational institutions were, of course, the real pioneers in educational broadcasting and it would be doing them no more than justice to say that they thought of the educational possibilities of radio and did much to develop them long before commercial stations or networks showed much concern. The men who direct them are, however, professional broadcasters quite as much as if they were commercial. They are not to be confused with those educators and school men who thought the problem of educational broadcasting could be solved simply by setting aside a percentage of commercial time and letting non-broadcasters determine what should be broadcast. Whatever merit there may have been in that idea—and I never could see much—it seems to be now quiescent. I mention it only because I think it is a mistake to confuse the educators who want to control radio, in the name of educa-

tion, without learning anything about broadcasting, with the educators who are professionally trained and are fortunate enough to work in educational stations. Network officials have not always made this distinction. Fortunately, the educational stations now have their chance to expand by taking advantage of FM allocations.

It would be a pity if the pendulum in the network's policy should swing too far and we should now cease altogether to maintain public service and sustaining educational programs, simply because we are at last paying adequate attention to the fact that all broadcasting has educational meaning and that it will do harm if we are not alert to see that it does good.

### Freedom of the Air

The problem of freedom is appropriately thought of at this point. In a recent conference on educational broadcasting an active professional broadcaster, who happens to work for a great university and who discharges his responsibilities with great success, asserted that commercial broadcasting should submit its ultimate policies to the control, or at least to the decisive advice, of a group of personages from the scholarly world and the world of affairs. His argument—a little devious in its logic—was that universities should have more than they now have to say about broadcasting policies because they will be standing when the buildings in which broadcasting companies live have long since gone to dust. True, no doubt, but it is very important for those who are thinking seriously about this subject to remember that universities—not their buildings!—will stand because from the beginning of their history those responsible for their management and for the teaching in their classrooms have resisted at every point the control that it was constantly sought to impose upon them from the outside, by governments, by churches, by corporate business interests, by political parties

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# The Association for Education by Radio

**A** WAVE-LENGTH is an intangible thing. No one has ever seen a 42.5 megacycle, nor a 560 kilocycle. And yet, today, about the most valuable of the remaining "natural resources" are the megacycles and kilocycles which make up the radio spectrum. If educators have any doubt as to the value of the Frequency Modulation wave-lengths, they should have been at the New York meeting of the Frequency Modulation Broadcasters, Inc.

A meeting originally planned for about 300 turned into a Convention of more than 700 interested manufacturers' representatives, FM station operators, and representatives of those about to become FM station operators. Education was represented by perhaps a dozen of the regulars . . . those men who have fought for everything that educational radio has today.

When a representative of the U. S. Office of Education got up to speak, those who were interested in what he had to say could hardly hear him because of the noise made by the scraping of chairs and shuffling of feet of those who were leaving the meeting.

Radio in the United States is not altruistic; education has fought for everything it has today on the standard stations, and there's no reason to believe that the FM operators are going to be any more generous than their long-wave brethren. The commercial industry has the money, the self-interest and perseverance to get what it wants, and unless the development of Frequency Modulation broadcasting in the United States takes a diametrically opposite direction

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## WHAT FM CAN DO . . .

Here, for example, is a recently compiled list of FM uses: news and current events programs adapted for age levels; subject motivation programs; supplementary aid programs; teaching by radio; storytelling; guidance programs; library programs; talks by prominent guests; In-Service teacher training; adult education programs; music for special activities; announcements; student talent programs; forums and discussions; sports; community cooperation programs; holiday and special events;

school public relations; programs for handicapped children.

## RCA—A LEADER IN FM DEVELOPMENT

RCA has been and will continue to be a leader in the development of FM transmitters. That's because RCA engineers have more experience in building (and operating) radio transmitters than any other group. Furthermore, RCA has always pioneered in the development of high-frequency antennas and is now building many models for the armed services.

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While the war has stopped production of FM transmitters and receivers for civilian use, those connected with school management will certainly want to learn about FM to help them do a better job of post-war planning.

A letter or postal card addressed: — The Educational Department, RADIO CORPORATION OF AMERICA, Camden, N. J., will bring details concerning RCA's FM Transmitters.



RCA Victor Division—Education Department  
**RADIO CORPORATION OF AMERICA**  
CAMDEN, N. J.



# THIS MONTH in the News

## Radio Features At Teachers' Meeting in Fort Wayne

**Fort Wayne, Ind.**—One of the highlights of the North Eastern Teachers Association meeting last month was the radio booth arranged by a committee of teachers under the chairmanship of Verda Mae Zeigler, director of radio for the Fort Wayne public schools.

On exhibit were books, magazines and pamphlets on the use of radio in the public schools which were provided by the public library, as well as material for examination and free distribution supplied by the different broadcasting organizations and Ohio State University.

The display also included scripts and pamphlets on script writing. The Westinghouse radio station supplied a play-back for the booth that was used in demonstrating the use of transcriptions in the classroom.

Miss Zeigler presented a group of junior high school students in a demonstration of the "Junior Town Meeting" as the main feature of the Oral English Section. Classroom discussion followed the radio production.

## Chairman for CBC's School Radio Council Appointed

Dr. Robert C. Wallace, principal and vice chancellor of Queen's University, has been named chairman of the new formed National Advisory Council on School Broadcasting.

The council, set up by the CBC in consultation with the Canada and Newfoundland Educational Association, consists of representatives of the nine provincial departments of education, the universities, school teachers and parents. Its function is to advise the CBC on the planning of national school broadcasts and on other aspects of the development of educational broadcasting in Canada. The council will hold its inaugural meeting in Toronto on March 9 and 10.

## Two Radio Meetings for Teachers in St. Louis

A panel discussion on "The Use of Radio in Education" was held at Harris Teachers College on Feb. 15 as one of the Tuesday afternoon in-service training programs. John J. Maddox, assistant superintendent in

charge of instruction and research, presided over the meeting which was presented in cooperation with the Board of Education.

On February 26 a demonstration of classroom use of radio was presented before a teacher audience in the KMOX auditorium. W. N. Sellman, director of elementary education for St. Louis public schools, was chairman of the conference and conducted a discussion after the demonstration. A program in CBS's *American School of the Air* "New Horizons" series was utilized by an eighth grade class. The one-day conference was arranged by Rosamund Wilfley, director of KMOX Department of Education.

## Entries In Recording Exhibition Due March 15

The Institute for Education by Radio announces the eighth annual exhibition of educational radio programs. This is open to all radio producers and has been divided into approximately the same twelve program classes as were followed last year. National network series are judged separately and all other classes of exhibitors must make an entry of a recording of a typical program in any series which they wish represented.

The entries close March 15. Books may be obtained by writing to I. Keith Tyler, Director, Institute for Education by Radio, Columbus, Ohio.

This national exhibition of recordings has come to be an important activity and serves the dual purpose of giving constructive criticism to the individual or organization entering the specific program and, over and beyond that, of providing the radio planning area with the outstanding examples of good educational broadcast material in the several educational categories.

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## Philadelphia AER Members Plan Radio Meeting

**Philadelphia, Pa.**—During Schoolmen's Week at the University of Pennsylvania, radio will have an important place. On Thursday afternoon, March 23, 1944, Dr. James Rowland Angell, President Emeritus of Yale University, and now Public Service Counsellor of the National Broadcasting Corporation, and Dr. I. Keith Tyler, Director of Radio Education, Ohio State University, Columbus, Ohio, will be the speakers on a program to be held in Irvine Auditorium.

The meeting is scheduled for 4:15 o'clock, thus enabling school men and women from Philadelphia and the adjoining districts to attend. Dr. Angell, a dynamic speaker, will discuss "The Role of Radio in Education". Dr. Tyler will speak on "Judging the Effectiveness of Radio Programs." Dr. Alexander J. Stoddard, Superintendent of Schools in Philadelphia, will act as chairman of the meeting. A dramatic radio program will be presented as a closing number on the program.

In the evening, a dinner meeting will be held at the Sylvania Hotel at six-thirty o'clock. Dr. Tyler will lead a discussion on "Effective School-Station Cooperation." All commercial radio stations in Philadelphia will be invited to send representatives from their staffs.

## "These Are Americans" Is Script of Month Choice

Three scripts in the CBS-KNX "These Are Americans" series are being combined and will be released shortly as the Writer's War Board Script of the Month selection. The composite script will include material from the scripts of Chet Huntley and Ernest Martin.

"These Are Americans" (Journal, Nov., 1943) was a series of six programs designed to give Anglo-Americans on the West Coast an understanding and appreciation of the Mexican-American population. The programs were presented in cooperation with the Southern California Council on Inter-American Affairs.

• **WNYC's Music Festival.** During the 11-day period between the birthdays of Lincoln and Washington, more than 100 programs were broadcast in WNYC's Fifth Annual American Musical Festival. Many outstanding musicians and musical organizations were represented. The impressive lineup of programs included the first performance of Henry Cowell's "American Muse," new compositions by Robert McBride and radio premieres of countless American folk songs.

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# Farm Broadcasting in Canada

BY long- and short-wave, Canada's publicly owned radio system, the Canadian Broadcasting Corporation, directs special agricultural programs into every rural community across Canada. These are sustaining programs of vital interest to farmers and their families, bringing farm market quotations, entertainment, drama and the latest news of the agricultural world, both at home and abroad. The far-flung fringes of Canadian agriculture have been brought into daily touch with the latest developments in farming in the oldest communities.

Before 1939 no attempt had been made on a national scale to serve the special needs of the Canadian farmer by radio. From the practical, as well as the national point of view, one thing above all others was clear. There was plenty of information available to farmers that would mean dollars and cents to them if they could get it in time. Radio in general, and publicly-owned radio in particular, was the logical medium for collecting and dispersing such information in a quick, accurate and timely manner.

Canada is a wide country, and any system of agricultural broadcasting, to cover it, must surmount the inflexible factors of time zones and geography. Fortunately, time zones and agricultural regions coincide fairly well in Canada; therefore it was possible to take the first step in setting up a specialized system of noonday regional Farm Broadcasts, as they were to become known.

Another determining factor in setting up regional Farm Broadcasts was the CBC's 50 kw. regional transmitters—then either in existence, or in the course of construction, in four out of five main agricultural regions. Such high-powered transmission assured excellent rural coverage. At first, British Columbia's mountains were a stumbling block in the way of complete coverage. Now, however, short-wave transmission enables the most isolated farming areas to receive the CBC Farm Services.

Any national system of agricultural broadcasting must comprise two basic kinds of service, which are roughly as follows:

1. A day-to-day service, including farm produce market quotations, information on current, seasonal production problems, agricultural "spot" news, and weather forecasts.
2. A more specifically educational service dealing with social and economic problems.

By O. J. W. Shugg

Supervisor of Farm Broadcasts,  
Canadian Broadcasting  
Corporation

*Editor's note: This article from our neighbors to the north is especially timely in its description of forum utilization. It is very close to the grass roots of government and society and while peculiarly fitted to Canada's far flung geographical economy is a true expression of applied democracy. It is an example of adapting radio to a national need.*

It is clear why the day-to-day service should come first. If this day-to-day service is timely and accurate and can be depended upon week-in and week-out, it will gain the confidence of a wide farm listening audience. Once this audience has been secured and maintained, it is then a comparatively easy matter to direct the attention of these farm listeners to programs of more educational character. Listener confidence must be a first objective in any plan of broadcasting that seeks widespread influence.

That this method of approach was sound has been proven by the public reception of "National Farm Radio Forum", which is now a national institution fast gaining an international reputation. "Farm Radio Forum" is a program in rural adult education, using radio and the printed word as technical aids to discussion. It is a co-operative effort between the Canadian Broadcasting Corporation, the Canadian Federation of Agriculture and the Canadian Association for Adult Education. The CBC prepares and produces the broadcasts, the CFA and the CAAE provide a national secretary and office to take charge of national organization of forums and prepare study material and instructions.

Within the complete structure of the National Farm Radio Forum project, the broadcast itself functions as a spark plug. In reality, the broadcast provides the hot, sharp spark of information that sets off the thinking of some thousands of farmers gathered in listening groups throughout the country. The broadcasts are designed to:

1. Present authentic, social and economic background material.
2. Translate such material into terms that will appeal to the

imagination and interest of farm listeners.

3. Serve as a link between listening groups spread over the wide area of nine provinces.

Where a Radio Forum contains more than a dozen members, they may adopt the method of dividing into small groups for discussion after the broadcast. If thirty people are present, they divide into groups of seven or eight each, and meet in separate corners of the room. In this way, each member has an opportunity to contribute to the discussion. A secretary in each group makes a note of the group's findings.

After half an hour of discussion, the groups reassemble, and the spokesmen report the results of the discussion. The Forums have not completed their work each week until they have reached their conclusions, recorded them in the Forum Findings, and put them in the mail. Forum Findings are mailed to the provincial secretary, who summarizes the conclusions reached by the groups.

In previous years the subjects of Farm Radio Forum changed from week to week. Around 20 subjects were touched upon each season but none were gone into exhaustively. Last year farm people asked that more time be given to each main subject. As a result another step has been taken in the evolution of the project. This season, running from November to April, only five main subjects with four broadcasts each, are being dealt with under the general theme "Planning for Plenty". The subjects are, planning, prices, health, farm finance and the farm community. Three broadcasts are devoted directly to different phases of each main subject.

The fourth broadcast is another new development and is one of the most powerful and significant instruments that has been developed in Canadian radio. This half-hour broadcast is called, "What the Forums Think About It" and is a report to the Nation on the conclusions that farm people have come to in their discussions during the previous three weeks. Eight provincial Farm Forum secretaries come on the air from their own provinces to give a summary of the conclusions reached through group discussion. In Ontario alone there are 7,000 farm people actively reporting their discussions each week. The national round-up broadcast each fourth week represents the most intelligent and articulate voice of the Canadian rural commu-

(Continued on Page 12)



# The Marriage of Audio-Radio-Visual

*Editor's note: The metaphor in the title of this article bothers your editor, but there is an idea in splitting a three-term phrase to define the field commonly known as "audio-visual". The authors are recently sprung from education in the State Department of Missouri and are presenting here the first treatment of a problem which is coming to the fore in educational circles.*

FOR SEVERAL YEARS the term Audio-Visual has had a rather uniform meaning to those who have utilized such facilities in the schools. The combined term has been applied to sound and silent film, film slides, film strips, recordings, transcriptions, radio and the general utilization of central sound and projection equipment. Each aid covered by the term has made its own distinctive educational contribution supplementing the efforts of teachers and administrators.

Because of the great amount of emphasis which has been placed recently upon the utilization of radio in education, it is apparent that the term Audio-Visual is no longer adequate. Radio has come into its own as a teaching tool. Radio incorporates all features of programs taken from or presented over the air. Audio refers to utilization of recorded or recording materials together with the use of central sound, public address and sound reinforcement equipment. Visual includes all types of films and slides, display cases, manikins, globes, maps, models, etc.

Each of these may be used in teaching any subject. A combination of the materials may also be used. It should not become a question of which one

By Dean E. Douglass and  
Raymond P. Kroggel  
Education Department, Radio  
Corporation of America

to use in expanding a program, but rather attention should be given to the greatest and most effective utilization of all three in proportion to the direct contributions each can make to the needs of the classroom learning situation.

## Misplaced Emphasis

Some school systems, where a strong director of visual education is functioning, place all emphasis on visual and practically nothing on the audio or radio. This is not due to the inefficiency of the director, but merely that his training has lent such emphasis. Likewise in other situations, radio is stressed to the extent of minimizing worthwhile efforts in the visual or audio. This lack of proportion contributes to an ineffective overall utilization program.

## Coordination Needed

Each of the teaching tools (audio, radio, visual) has a particular application to the total curricula and yet each may have a specific application to a particular phase of that curricula. There should be some means of coordinating all such activities.

As a concrete example, for a particular unit in social science, there may be radio programs which are appropriate for in-school or out-of-school use. In addition, films and transcriptions may make a direct contribution to that unit. Wherever such a situa-

tion exists in social science or any other educational field, there is the danger of duplication of effort and lack of coordination, both as to schedule and preparation. The physical requirements of procuring the proper films at the proper time, of investigating radio programs that are available, and of procuring transcriptions are quite often in the hands of different teachers or directors.

Another example of the lack of coordination is the practise of giving a teacher a bulletin on radio utilization in a particular unit, another on films and a third on audio aids. Much of the teacher's time is then taken in coordinating all three of these sources and making appropriate selection if she has not already become discouraged and given up trying to use any of the aids at all. There is a need for a coordinating agency or individual who can expedite the entire procedure relative to methods, procurements, evaluations, functions, adaptations, production, cataloging, pre-service and in-service training.

## Need of Balanced Bulletin

In a number of phases of utilizing audio-radio-visual aids universally accepted methods and procedures have not as yet been evolved. Bulletins which deal with teaching methods, preparation periods, assimilation periods, follow-up procedures have proved valuable. They should be simple but comprehensive. There is evidence that teachers generally use materials to which the most references have been made. The combining of utilization information with references to the broad field of audio, radio and visual in

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## THE AUTHORS

Raymond P. Kroggel (left) was born in Moberly, Missouri, and attended Westminster College and Missouri University. After serving as an instructor at Denver University and Washington University, he was appointed director of the Audio-Visual Department at Stephens College and later became director of radio programs. Prior to becoming associated with the Educational Department of RCA, he served as director of speech and radio education for the State Department of Education in Missouri, during which time he authored a school textbook on speech and radio training.

Dean E. Douglass (right) is also a Missouri man. He was born in Warrensburg and received his AB at Teachers College in that city. After receiving his MA at Northwestern University, he turned to teaching in elementary schools and became principal of the public school system in Columbia, Missouri. Mr. Douglass has been very active in music circles, serving as president of the Southwestern Division of the Music Educators National Conference. At present he is Central Regional Manager of the Education Department of the Radio Corporation of America.



# We Take You Now to-

**Rochester, New York—Rochester School of the Air, Station WHAM and Radio Workshop, Station WHEC and Grace Boulton:**

Rounding out our tenth year of educational broadcasting we have spent some time in evaluating the place of radio in the classroom and how we can best meet the needs of the students and adults we serve.

On September 30th, C. Raymond Naramore began his series, "News Today—History Tomorrow," for upper elementary grades. The program presents a discussion of outstanding news items attacked from the angle of children's interest in current affairs and the personalities behind the headlines. A broadcast often takes the form of an interview with an outstanding personality in the special field under discussion.

Mrs. **Elizabeth Wallace Cross** begins her tenth year on the art appreciation programs. Thinking in terms of how much is being contributed by the founders of this republic, she has prepared her 1943-44 series around the theme, "The Hands That Shaped America."

Since we live in an age of science and the successful waging of the war against our enemies is dependent upon scientific progress, the science series this year is based in a great measure upon children's wartime interests and modern scientific achievements. Mrs. **Sabra T. Harris**, Acting Director of the Audio-Visual Education Department, and myself are the science broadcasters.

Ensign **Paul E. Smith**, formerly with this department, is on leave at the present time in service with USNR doing visual work in South America.

Again this year, we are privileged to offer a series of educational concerts of the Rochester Civic Orchestra under the direction of **Guy Fraser Harrison** with **Howard N. Hinga**, commentator. These concerts are broadcast directly from the auditoriums of eleven Rochester high schools. Music notebooks containing the programs, melodies and related information are prepared for our listeners so that the maximum value may result from this listening experience.

In order to stimulate interest in reading and meet the leisure time needs of children the Rochester Public Library presents "The Magic Bookshop" which is a series of book talks

for fifth and sixth grades under the direction of **Julia L. Sauer** and Mr. **Eunice G. Mullan** of the staff of the Rundel Library. The 1943-44 series is centered around the theme, "They Came to America"—stories about the people who came to a new land seeking some one thing and finding it.

Every Tuesday evening **Ken French**, of the staff of Station WHEC, and **Charles Carver**, of the Monroe High School English Department, meet with members of the Inter-high Radio Workshop, sponsored by the Audio-Visual Education Department of the Rochester Public Schools.

On October 15th, the first program of State WHEC's "Each For All" radio series, written by **Charles Carver**, was broadcast. Dramatic sketches, interviews, and round table discussions are included in the program setup. The broadcasts seek to interpret the meaning of democracy, interdependence of people through sharing experiences, and their future significance. Book lists of supplementary reading are prepared and distributed as a community service by the staff of Rundel Memorial Library.

**Paul Reed**, director, has been on leave since 1942. Formerly head, educational division of O.W.I. Bureau of Motion Pictures, he is now with the U. S. Office of Education, supervising the production of war training films.

And that's all from Rochester at this time.

**Los Angeles, California—Columbia Broadcasting System and Frances Wilder:**

In the field of public service radio, our chief concern at the moment is the minority problem. The public response to our series on the Mexican-American situation in Los Angeles encourages us to attempt a series on the Negro problem. Like most defense cities, Los Angeles has had a vast immigration of Negroes in the last year, and tensions have arisen which need the attention of every responsible citizen. On January 29th we began a series of six programs entitled "These Are Americans, Series II." Believing that it is one of radio's responsibilities to "keep the people thinking" we hope to stimulate thought processes and to puncture prejudice. That's what we hope! Co-sponsoring the program with us are a group of leading citizens appointed by the Mayor to further amicable race relations.

**St. Louis, Missouri—Station KWK and John Tinnea:**

Our production manager is now a Lieutenant in the Army—his assistant is in the Navy—two of our top announcers who formerly assisted in the Production Department have just been drafted, consequently, I find that I am now Production Manager, Assistant Production Manager, Supervisor of Announcers, and First Vice-President in charge of straightening up the studios, in addition to my regular programming work, and I have not been able to devote very much time to our public service broadcast schedule for the spring and summer months.

We have a weekly Health Department series, and also carry the Monday night Mutual "Education for Freedom" programs. We have also established a transcription series "Service Unlimited" for the Red Cross. The U. S. Army Air Force Primary Training School is located at Jefferson Barracks, about 15 miles from St. Louis. We are currently scheduling a 30-minute Sunday morning "Soldiers at Service" religious program, handled entirely by the Army and originating in the Main Chapel on the Post.

**East Lansing, Michigan—Michigan State College and Joe A. Callaway:**

Women outnumber the men on campus three to one. There are thirty-five hundred soldiers in training here and a few get special permission to study radio as an elective.

**Larry Frymire**, **Bob Kamins**, and **Dick Schubel**, all AER members majoring in radio, are getting added experience by announcing over WKAR, the college's 5000 watt station. Because of the man power shortage their hours have been doubled.

We have three students who are busy at work on their Master's theses in radio—**Mary Jeanette Martin**, secretary of the Delta Chapter of AER, Mrs. **Emma Sue Hutson**, and **Lenore Talmadge**, graduate assistant.

**Ruth Nadal**, graduate student, is directing a dramatic show written and acted by students from the School of the Blind.

**Barbara Hacker**, president of the local AER chapter, announces initiation of several new members next month.

**Kenneth Richards** is handling traffic at WKAR in the absence of **Walter McGraw**, who is coordinating the training program at NBC for the next four months. McGraw also taught one of our radio courses. Richards has a commercial show over station WJIM on his day off.

News about some of the more popular shows on the station: **Paul Bagwell**, acting head of the Speech Department, has a weekly show called "Things to Come" on which he has made several scoops about postwar developments. He announced the description of the new propellerless plane two weeks before the rest of the country got the story.

Radio Workshop, directed by **Joe Callaway**, who is in charge of the radio classes, continues to be the feature dramatic show on the station. The emphasis is on experimental scripts.

A weekly round table discussion led by Prof. **J. D. Menchofer** seeks to express student opinion on major issues of the day.

**Mary Jeanette Martin**, graduate assistant, has two programs, one "Parents' Forum", for adults, and the "Story Hour", for children.

**Don Buell**, director of dramatics, reviews the latest Broadway shows on "Curtain Going Up".

### Washington, D. C.—National Association of Broadcasters and Dorothy Lewis:

Around seventeen-sixty N Street there rose such a clatter,  
Folks rushed up and down stairs to see what was the matter.  
The cause of excitement was easy to see:  
'Twas the newspaper decision of the FCC.  
No stockings were hung by the chimney in sight,  
But packed in three bags, already for flight,  
Of Messrs. Miller, Avery, Egolf, all dressed in their best  
For eight District Meetings all over the West.  
Meanwhile Bee Arney midst confusion and chatter  
Was surrounded by mountains of pre-convention "dater."  
Aloof to it all kept statistician Peter Content to perfect his audience-meter.  
Meanwhile the telephone created a jangle  
As D. Lewis long-distanced to add to the wrangle.  
She was deep in her plans for AWD And Councils and children and what have we.  
To the Navy dashed Joe Miller, with hat and bag  
Adding the eighth star to NAB'S flag. We must not forget the added commotion  
Of young Art Stringer's everlasting promotion.  
Last, but not least, the rest of the staff  
Continued their routine mid many a laugh.

As we hurried along and on out of this sight  
We heard each and every one saying "good night!"

### Des Moines, Iowa—Stations KSO and KRNT, and William Lyle Flanagan:

As this is dashed off the typewriter, the United States is just entering the bond drive . . . and stations KSO and KRNT are in the thick of the fight. We have divided the entire staff into two armies: the East Army, headed by the charming **Mary Little**, editor of the radio columns "Air Glances" in both the Des Moines Register and Des Moines Tribune, and the West Army, with **Gene Loffler**, seasoned announcer and master of ceremonies as the commanding general. The half hour show, Victory Varieties, 5:00 to 5:30 on KRNT, has been devoted to the sale of bonds, and **John Drake**, head of promotion, has set up a bond booth in the lobby of our building.

We've got steam up for a big Victory Garden "Vegetable Fair," which will continue through the planting, growing, harvesting, and processing seasons. An entry blank will be required at the time the garden is started. **Helen Watts Schreiber**, our home economist, will take over on part of her daily show (KSO, 9:30—10:00 a. m.) and will advise what things process best and easiest for winter storage. She will urge that these things be concentrated on during the planting and growing season. **Joe Ryan**, farm editor, who works on both stations, will go into a strictly educational program on preparing the soil, planting, cultivating and harvesting.

The whole Victory Garden program will culminate with a Vegetable Fair, to be held in a downtown building in Des Moines, at which time the entries in various classes of garden products will be judged by competent judges, and several hundred dollars in prizes will be awarded by station KSO and KRNT.

At 11:00 to 11:30 a. m. on KSO, each morning **Betty Wells** conducts her Women's Club of the Air, a program, which is refreshing, informative, and entertaining. Miss Wells knows good programming, and her work on the air brings in usable philosophy, interesting hints about the home, news about women, a "Daily Observation," fashions, and things that women like to hear. What's more, she puts them on the air so that women listen once . . . and stick with her.

Your correspondent has charge of  
(Continued on Page 10)

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## Alpha Epsilon Rho



The regular meeting of the National Council of Alpha Epsilon Rho will be held concurrent with the Institute for Education by Radio in Columbus, Ohio, early in May. On Friday, May 5th, the Association for Education by Radio is holding an all-day session; Major Kent has invited the presidents of all AEP chapters to attend the AER meetings.

On Friday the Executive Committee, which consists of the Honorary President, the Executive Secretary and the regional vice-presidents, will meet at a time to be announced later.

AEP representatives, presidents, sponsors and other members will be interested in the annual AER luncheon Saturday noon, May 6th, at which it is hoped Archibald MacLeish will speak.

Immediately after the AER luncheon, we will hold our Second Annual Meeting, which any AEP members may attend. The constitution requires that each chapter be represented. If further meetings are necessary they will be scheduled at that time. A luncheon is scheduled for all AEP members on Sunday noon.

Printing of the constitution has been delayed until the National Council meets in May, inasmuch as it is possible that the Council will want to make some changes.

**Alpha Chapter**, Stephens College: President, Janet Lovelace; Vice President, Jean Bliss; Sponsor, Sherman P. Lawton.

**Beta Chapter**, Syracuse University: President, Julia Chase; Vice President, Jacqueline Fitzgerald; Recording Secretary, Betty Marie Ide; Secretary-Treasurer, Miriam R. Lowy; Sponsor, Kenneth Bartlett.

**Gamma Chapter**, University of Minnesota: President, Romona Wyman; Vice President, Marion English; Secretary, Corrine Holt; Treasurer, Ruth Swanson; Sponsor, Delwin B. Duesenbury.

**Delta Chapter**, Michigan State College: President, Margaret Hall; Secretary-Treasurer, Mary J. Martin; Sponsor, J. A. Callaway.

**Epsilon Chapter**, Ohio State University: President, Floris Clark; Secretary, Martha Babbington; Treasurer, Sadie Garapedian; Sponsor, E. H. Sprague.



## Studebaker to Fly

Federal Security Agency  
U. S. OFFICE OF EDUCATION  
Washington  
Zone 25

January 1, 1944

Honorable James Lawrence Fly  
Chairman, Federal Communications  
Commission  
Washington, D. C.

Dear Mr. Fly:

I understand that the newly-created Radio Technical Planning Board is already giving serious consideration to possible changes in the radio spectrum in the light of wartime technological changes and developing social needs.

I believe you will agree that any comprehensive study of the existing allocation pattern would need to take into account the radio broadcast needs of public education. Accordingly, I should like, at this time, to call the attention of the Federal Communications Commission to several considerations which, in my opinion, are basic to educational FM broadcasting in the immediate post-war future.

First, the shift of the education band from AM to FM reduced the available facilities from 25 channels to 5. Despite the fact that the 5 FM channels have distinct advantages over the AM channels, our preliminary studies reveal this allocation to be insufficient to meet educational needs now in sight.

Second, many State departments of education hope to bring educational radio service to all the schools in their respective States. They hope to accomplish this through federations of well-located FM stations into educational networks for the exchange of programs. This desirable objective cannot possibly be reached in many States, we find, within the limitations of the existing 5-channel allocation for educational broadcasting.

Third, even in those States which might conceivably provide State-wide service within the present 5-channel band, very little if any leeway can be found for additional stations to serve the special needs of large city school systems or of major centers of higher education.

These three considerations, plus a careful estimate of the future potential use of radio by education, prompt me to lay before the Federal Communications Commission, the following requests. These requests are based on data which I shall be glad to supply the Commission. The requests go to you with the endorsement of educational organizations and leaders.

1. It is requested that the width of the present non-commercial educational FM band be increased to provide three times the number of 200-kilocycle channels currently available.
2. It is requested, further, that this expanded educational band be

## They Say-

Contributions from AER members as well as excerpts from statements of interest in the press, from radio and the speaker's platform.

assigned immediately adjacent to the commercial band, so that school-owned stations may be able to bring their educational programs to all homes in their respective service areas which are equipped with standard FM receiving sets.

3. In order to assure the maximum utilization of all available educational frequencies with a minimum of inter-station interference, it is urged, that, as early as is practicable, regional and State-wide allocation plans be formulated for use as a guide for assigning frequencies to educational-station applicants.
4. To facilitate the exchange of programs among educational stations operating, on a network basis, to provide State-wide service, it is requested that a total of 10 relay-transmission frequencies be allocated for non-commercial educational use.
5. Although such interest in television as schools have indicated to date provide no adequate basis for predicting how soon, or to what extent the schools will become interested in television broadcasting, it is my firm belief that certain facilities of this kind should be reserved for educational use. To this end, I have recommended that at least two television channels be reserved for educational assignment.

In conclusion, let me say that I deeply appreciate the assistance we have received from the Commission and its various services in the past, and that this Office stands ready to cooperate fully with your organization in any way that it can.

Cordially yours,

/S/ J. W. STUDEBAKER  
Commissioner

## Fly to Studebaker

FEDERAL COMMUNICATIONS  
COMMISSION  
Washington, D. C.

January 12, 1944

Honorable J. W. Studebaker  
U. S. Office of Education  
Federal Security Agency  
Washington, D. C.

Dear Commissioner Studebaker:

It is with a great deal of interest that I have read your letter of January 1 concerning the needs of educa-

tion in connection with studies being made toward a reallocation of the radio spectrum.

I have noted with pleasure the considerable amount of interest now developing and the plans being made by educators proposing to establish FM stations. The many potentialities that appear in the use of radio in the advancement of education, such as State-wide networks and other cooperative arrangements, present both an opportunity and a challenge to the fullest employment of this medium. The probable rapid expansion in the use of high frequencies for broadcasting and other services when equipment and personnel become available should at the same time be of material benefit to the development of this field for direct educational purposes.

Plans and arrangements by educators to expand their radio activities will, I am sure, be significant in the allocation plan adopted for post-war use of the radio spectrum. May I assure you that full consideration will be given by the Commission to the subjects and requests that you have presented.

Sincerely yours,

/S/ JAMES LAWRENCE FLY  
Chairman

## We Take You Now To—

(Continued from Page 9)

War Service programs, and finds real pleasure in helping publicize the needs of the Army, Navy, and Marines. Since Des Moines is the home of the first WAC camp, we find several thousand of the women at Fort Des Moines, many of whom are extremely talented, and several of whom are former professional radio people. Camp Dodge is six miles from Des Moines, and gives us interesting young men for our War Service shows.

In closing, **Dorothy Lewis** came into Des Moines a few years back, and interested Mrs. **Cyrus B. Hillis** in organizing a Radio Council. We should like to say "More power to Radio Councils like ours." It has taken the problem of public service shows entirely out of our hands by seeing that allocation committees parceled out the time equitably; that continuity writers wrote acceptable programs; and that production people put them on professionally. The Council has even gone so far as to ask **Edmund Linehan**, Program Director for these stations, to teach a radio class evenings at Drake University, and got **Wayne Crew** of these stations to teach classes in radio as a part of the Adult Education Department's evening classes. Boy Scouts, the League of Women Voters, the Temple Sisterhood, at first a little skeptical, are now delighted with the calibre of their programs.



# A Sponsor Ventures Into Radio Education

By Alice Ansley

Public Relations Director  
of Rich's Inc.

**E**ARLY IN THE SPRING of 1943 Rich's, Inc., desiring to be of service to the Atlanta School System, began experimenting with various types of broadcasts for children in an effort to find one that would be acceptable and worthwhile to the Atlanta Public Schools.

The first step taken was a study of all the various programs on the air for the child of elementary school-age. Next, authorities in the radio field in two universities in Atlanta—Georgia Tech and Emory University—were consulted. Finally, the advice of the radio stations was sought. From the many suggestions received, the format of a program was first evolved and presented to the school authorities for their criticisms and suggestions.

Upon the enthusiastic acceptance of the idea of a children's program and with the generous cooperation of Miss Josie Slocumb, Supervisor of Elementary Grades, and Mr. Sam Linch, in Charge of Radio Education in the Atlanta Schools, scripts were prepared and recordings made until the final form of the program was developed and accepted by the schools. At no time did the sponsor attempt to insert in the program any advertising or commercial appeal. The program format was based entirely upon the advice of the school administrative officials as to how radio could best supplement the formal curriculum of the school system. It is wholly their program with the sponsor interested in it from a public service angle only.

On October 18th "News for Young Atlantans", a fifteen minute program went on the air over station WGST for the first time and has become a bi-weekly feature of growing interest in the Atlanta area since that date.

Designated to supplement the school curriculum and to bring to focus the many and varied interests of the school-age child from the fourth through the sixth grades, the program has two formats:

1. The Monday morning program is one of news. The first three minutes review the highlights of the news of the week. The next eight to nine minutes take the students to one particular spot—a country, a city, an island—about which the war news of the week revolves. This tour is in the form of a travelogue, giving interesting and unusual facts of history, geography, customs, and peoples that the far-

distant spot may become alive and real in the minds of the listeners. Frequent comparisons with like or dissimilar conditions which the child knows are made that he may have a basis upon which to judge the information presented. Following the travelogue (which has a background of music typical of the location) the program ends with last-minute flashes from the wires of the press associations.

2. The second program comes on Friday mornings and is a quiz broadcast with four youngsters from various schools participating, but is strictly non-competitive. The questions are not limited to information in the Monday program alone, but cover the entire educational field—history, geography, physics, astronomy, literature, current events, personalities in the news, etc. A large and enthusiastic studio audience composed of teachers and children from the grades and schools of the pupils participating adds life and color to the broadcast.

These two programs broadcast into the schoolrooms of the fourth, fifth, and sixth grades of the forty-two city schools are most carefully prepared and followed up so that no statements may be made that would be at variance with sound educational principles. The script for the Monday travelogue program is reviewed and passed upon by a committee composed of representatives of the schools, the radio station, and the

sponsor, while questions for the Friday quiz program are chosen by a radio committee set up in the school system. These questions, by the way, are discussed in the classrooms by the teachers and pupils immediately preceding and again following the broadcast from the studio in order that the members of each grade may match their wits against those of the broadcast participants. It might be interesting to add that the school administration, through its Department of Radio Education, does advance preparation for the presentation of the children in giving them auditions by recording in their own department some weeks in advance of their appearance on the air. In this way good voices and radio personalities are assured.

Two other interesting tie-ups between the sponsor and the school system remain to be mentioned. The commentator on each of the programs, a young man with an admirable radio personality, visits the different grades in the schools in the city that the children may know him by sight as well as by voice. They often attempt to stump him with questions they think up—and frequently succeed. Finally, the sponsor has prepared and distributed to some 16,000 school children of the Atlanta School System nicely bound booklets of outline maps of the various theatres of war. The children fill these in as the travelogues progress, including the localities visited on the tours.

(Continued on Page 12)



Pre-program discussion of "Quizonnaire" in classroom at Slaton Elementary School, Atlanta.

# Radio Literature Review

## Radio Development in a Small City School System, by Lola Berry.

This small volume (published by the Meador Publishing Co., Boston) ought to prove of much value not only to those working with radio in small systems but elsewhere as well. For under Miss Berry's capable and intelligent direction the high school of Lewiston, a city in Idaho of 10,548 inhabitants in the 1940 census, has gone from small beginnings to noteworthy achievements; and the whole growth has been natural and unforced.

A mimeographed post-card from KWSC in 1932 was the seed that fell in fertile ground. A Forensic Society received the notice, became enthusiastically interested in radio, and did considerable broadcasting. Then came a radio workshop, broadcasting from the school, efficient use of recordings, the classroom use of programs.

Today the Lewiston High School is radio-minded to an astonishing degree. Radio has been used to inform students, give them vocational slants, provide opportunities for useful public appearances, build poise, create life interests. Meanwhile, through radio, the school has been admirably integrated with the community.

One unusual feature of radio in Lewiston is the fact that community business interests sponsor certain radio programs, providing a small income for school activities—not for any individuals, it should be noted. Miss Berry has done pioneer work, and writes well and modestly about Lewiston's radio accomplishments.—M. J. H.

## 1942-43 Journeys Behind the News. Ben M. Cherrington, spokesman.

For several years the Social Science Foundation of the University of Denver, in co-operation with the Rocky Mountain Radio Council, has conducted weekly broadcasts intended to provide listeners with background material on important current issues. Dr. Cherrington, executive director of the Foundation, has for the most part delivered the talks. On a number of occasions, however, he presented guest speakers with special information of a sort likely to be useful to listeners—among them Commander Carlos Fallon of the Columbian Navy, Dr. Henry Polak, an expert on the affairs of India; Mrs. May Agnes Hamilton, of the Beveridge Committee in England, and others.

Occasionally the broadcasts were extemporaneous discussions rather than talks based on scripts. Copies of the scripts were, whenever possible, mailed

in advance to teachers and leaders of discussion groups; and they were furnished in addition with excellent bibliographies and discussion questions. All of this material is reproduced in this 350-page mimeographed volume, which provides not merely good radio models in this field, but is in itself still an illuminating guide on the problems of the world today—almost a textbook of current history.—M. J. H.

## Rocky Mountain Radio Council, Robert B. Hudson, director.

Current progress in co-operative educational broadcasting is described in an annual report recently issued by this active organization. During the past year the Council has served twenty-nine educational and civic organizations by helping them to plan and produce more than three hundred public-service broadcasts. Programs originate in Denver and are rebroadcast by transcription over various of the twenty-two co-operating radio stations in the Rocky Mountain region. Unquestionably the Council's service has been of great value.—M. J. H.

## How to Use Audio-Visual Aids.

Elizabeth Goudy and Lt. Francis W. Noel, U.S.N.R., *The Business Education World*, Vol. XXIV—No. 5 (January, 1944) pp. 258-261.

The authors, both members of the AER, are writing a series of articles under the general title "How to Use Audio-Visual Aids." This is Part 3: "Radio, Recordings, and Use of the Microphone." This has been skillfully inserted into the series so that it both fits in and is able to stand alone. It is *multum in parvo*. The article is crammed with suggestions, many of them new. It runs the radio aid gamut from 'way back clear through to television and facsimile. The story of FM and its possibilities is missing but the rest of it is there.

It is really a basic outline suitable for a much longer study. *Business Education* is spotlighted and logically so since this is a business magazine; however, some of the assumptions, especially those pertaining to radio programs and the social responsibilities of the business teachers, are broad and perhaps still not accepted by many in the field.

One quotation from the joint considered judgment of the authors is worth including: "Short of actual work experience, television is the best potential method of introducing the student to the world of affairs in which he will participate." That is saying a

good deal but it is an idea that may be prophetic.

**Radio Transcriptions in Upper Grade English.** Emily C. Leonard, Henry E. Huntington School, San Marino, California, *The Education Digest*, Volume IX—No. 4 (December 1943) pp. 21-23, reported from the *Elementary English Review*, XX (November 1943), 268-72.

This article is good reporting by a classroom teacher who actually "did it." The recital of utilization experiences is highly professional and very useful. Its usefulness is demonstrated in Miss Leonard's concluding paragraph which is worth looking up.

This review would have enjoyed a word on any encounters with equipment problems or working conditions but the omission may not be missed in the light of the well handled professional discussion.

Reporting of this kind of material is needed desperately for the good of radio education. If classroom teachers would set forth their actual experiences much more frequently, they would be performing a service that is not adequately treated anywhere in the field.

## Farm Broadcasting . . .

(Continued from Page 6)

nity. What is perhaps most important, conclusions of farm people as set forth in *Farm Forum* are studied after each broadcast by most of the government policy makers in Canada.

Thus the project becomes a two-way communication. First the broadcast and the study material reach into the farm homes with the facts that are the tools of thought. Then, in discussion, the farm people up and down the ranges, concessions and road allowances of Canada, put their minds to work on the problems of agriculture and their solutions. They make known their findings to the other provinces, to the whole of Canada, including policy makers. This is a democratic method. It invites people not only to listen, but to question, criticize and discuss what they hear. Further, it expects some kind of responsible action to result from such deliberation.

## A Sponsor Ventures . . .

(Continued from Page 11)

The Atlanta Public School System, the radio station over which the programs are given, and the sponsor are all equally delighted with this new venture in radio education and believe that, if the high standards set for it are maintained, a very real contribution to the cause of education by radio has been attained.

## Network Broadcasters . . .

(Continued from Page 1)

and by princes. Universities have endured because they were bodies of responsible men who thought they knew best how to meet their obligations to the public. Broadcasters will not deserve intellectual freedom unless they have the courage to do likewise.

What this amounts to is an assertion, made on my own responsibility, that the problems of intellectual content and social implication of broadcasting and the problems of freedom, to which they are very closely related, are not likely to be solved by the imposition of rules on the industry from the outside. Government and other agencies outside the industry will play a part in determining its direction but how that part is to be played is not at the moment my subject.

### Education and the Industry

From the standpoint of the industry, we can begin by saying that the interests of education and the interests of broadcasting are never basically in conflict. They may, however, cover different areas and the responsibility of a network toward education is to accomplish its own purposes, both business and educational, without losing the help or deserving to alienate the support of those whose interests lie entirely in educational institutions. It is good broadcasting, just as much as it is good education, to bring into the lives of the greatest possible number of young people the kind of direct and informing experiences that will widen their grasp on the events of the day. This makes them better citizens. A responsible industry can expect to be more prosperous in a democratic and free society whose constituents make the highest possible demands for news, not only of politics but also news of art, philosophy, religion and science. It is in the interest of both organized education and broadcasting that the greatest possible number of people participate on the highest possible level in all of the enjoyable and valuable parts of our cultural heritage. Broadcasters believe that they can give a peculiar vitality to study and participation in current events, greater perhaps than any other mass medium can achieve. We believe that not only the extent of the understanding of what goes on in the present war but the depth of that understanding has been vastly increased by broadcasting as compared with what might have been done with the resources of 25 years ago.

If men are capable of making better decisions about their own destiny because they know more, broadcasting can help them to know more about the

current scene and the industry has the same interest that professional teachers have in seeing that children learn to use these instruments of information and to be helped by them.

(Part II will appear in the April issue.)

### Editorial

(Continued from page 2)

than did the development of standard broadcasting, education is again going to find itself "hanging on to the ropes, groggy and punch-drunk" if it is not thrown out of the ring altogether.

Educators have been warned of just that. In James L. Fly, Chairman of the Federal Communications Commission, education has a true friend and a staunch supporter. Commissioner Fly, however, has been moved to state publicly that unless educators and educational institutions use the FM bands set aside for them (and the five bands so set aside are woefully inadequate) this spectrum space will be assigned to other operators. Commissioner Fly is not beating around the bush. The Commissioner has given education the "gong"; education can come out fighting or it can sulk in its corner, but if it chooses to do the latter let's not hear, ten years from now, the cry from academic halls that "we wuz robbed."

No one station, no one school system, no individual can carry this fight alone. The U. S. Office of Education can not do it; nor can Cleveland, New York or Chicago. In order to win the place that education deserves in the FM band every school system, every classroom teacher, and certainly every school administrator must let his interest be known through a strong central organization. The Association for Education by Radio with its affiliates is that organization. Now is the time to get on the AER boat, man the oars, and pull together . . . not for the point across the bay (this is no picnic) but for the open sea.

### Audio-Radio-Visual

(Continued from Page 7)

whatever bulletin service is established will facilitate a greater degree of unified planning by the teacher and hence a better teaching job.

The selection and tabulation of source materials in a convenient form for teacher reference and use are procedures which should receive much consideration. Information concerning research studies which are being conducted and lists of source materials should be taken into consideration continuously in any planning of instruction. Information concerning network and other radio educational offerings, educational recordings and transcrip-

tions, educational films, etc., should be completely catalogued for easy reference and in relation to the courses of study and curricula of the school. In other words, a bulletin service should tell teachers what is available, when it is available, and should offer suggestions for use.

### In-Service Training Needed

It may be assumed that eventually teachers who have been trained in teacher training institutions, colleges and universities will enter the teaching field with a fundamental knowledge of correct utilization in audio, radio and visual education. Some of these institutions are now offering courses dealing with one or more of these phases. Unfortunately, it will be some time before this Utopia will be realized; meanwhile, we have thousands of teachers needing in-service training in all three phases.

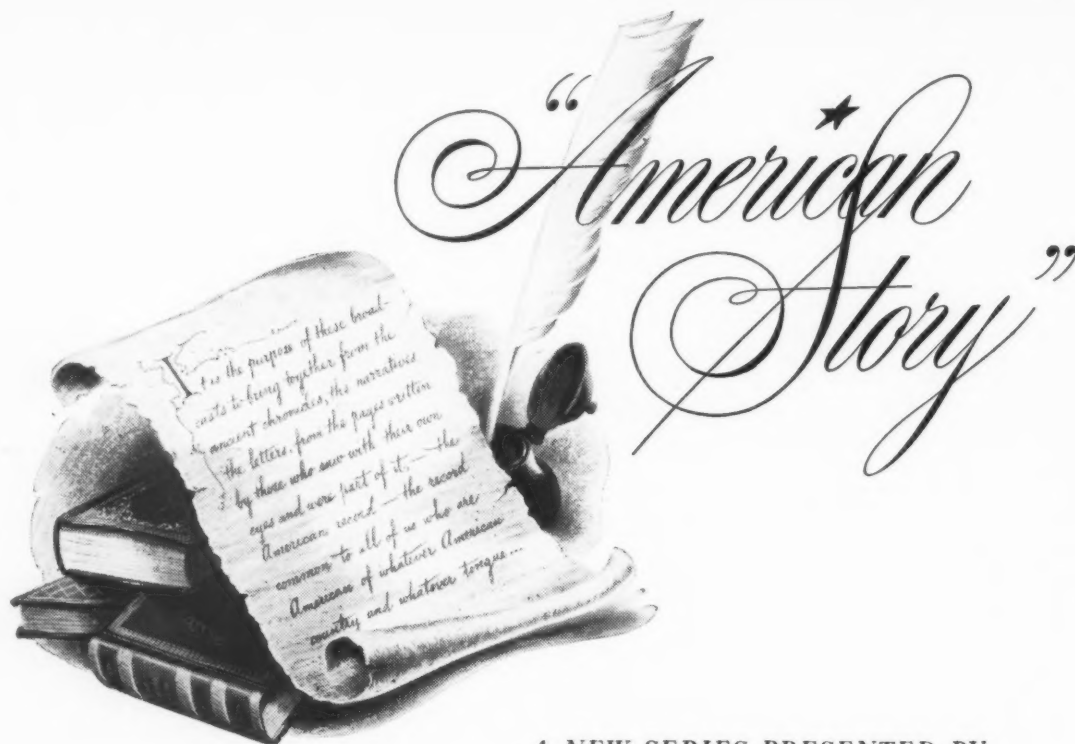
A coordinator who has balanced the audio-radio-visual program should institute and carry through a program of in-service training for teachers which will enable them to have a thorough understanding of the materials and their uses.

The coordinator may present laboratory-type sessions in which actual classes are taught by the coordinator, or someone designated by him, to exemplify certain procedures and methods. The resources for in-service training are a part of the actual school system and therefore entail no added personnel, material or equipment.

Whatever means is used, it is necessary to remember that the mere placing of audio-radio-visual equipment and materials in a school does not constitute a utilization program. It is important that the in-service training be inaugurated, if possible, before the program of actual utilization is started. Even when universities and teacher colleges in the future have an adequate pre-service training program, it will still be necessary to maintain an in-service program in order that the teachers may keep aware of changes which occur and of new source materials which are being developed.

### Evaluation Necessary

Evaluation should become an integral part of the administration of Audio-Radio-Visual tools in the educational program. An evaluation program should be planned and administered by the coordinator and/or his staff or council in cooperation with research specialists and teaching personnel. The tabulation of results should form a permanent record which will offer guidance in any program of adaptation or of subsequent curriculum refinement.



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